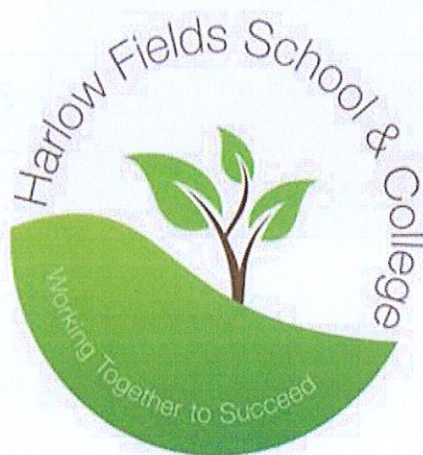


# HARLOW FIELDS SCHOOL & COLLEGE



**POLICY TITLE:** Behaviour for Learning Policy


**ADOPTED:** July 2024

**COMMITTEE:** FGB

**DATE FOR REVIEW:** July 2025

**AUTHOR:** Keily Tomlin

**POLICY NUMBER:** HFP-4

This policy was updated, to take effect from:	<b>July 2024</b>
School staff were consulted on this document and it was accepted by the personnel committee on:	N/A
It was ratified by the FGB on:	3rd. July 2024.
Sign by Chair of Governors	



## Introduction

“You can’t teach children to behave better by making them feel worse.  
When children feel better, they behave better.”

*Pam Leo*

Harlow Fields School and College is a Local Authority maintained special school for young people aged 3-19 years, with a designated number of 205 pupils on roll. The school is an inclusive, vibrant learning environment offering high quality education and care for pupils with an Education, Health and Care Plan (EHCP). The school is a specialist provision for pupils assessed as having moderate, severe, profound and complex needs including autism and sensory processing difficulties. It is important that all pupils are recognised and embraced within the ethos and philosophy of the school.

We operate from the principle that staff work together in a supportive, respectful and non-judgmental way. We acknowledge that pupil safety and their right to learn are our priority. Our behaviour policy seeks to create and maintain positive behaviours in a secure and nurturing environment.

## Roles and responsibilities

### Governors

The governing board is responsible for monitoring this behaviour policy’s effectiveness and holding the headteacher to account for it’s implementation. The Head Teacher will share significant behaviour reports with Governors to be reviewed.

### Head Teacher

The Headteacher is responsible for reviewing and approving this behaviour for learning policy. The Headteacher will ensure that the school environment encourages prosocial behaviour and that staff respond to antisocial behaviour effectively. The Headteacher will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

### Staff

Staff are responsible for:

- Implementing the behaviour for learning policy consistently
- Modelling prosocial behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on ‘RecordMy’
- Both the leadership team and Therapeutic Thinking tutors will support staff in responding to and reflecting on behaviour incidents

### Parents

Parents are expected to:

- Support their child in adhering to the school ethos for behaviour
- Inform the school of any changes in circumstances that may affect their child’s behaviour e.g medication change, lack of sleep, moving house, new sibling etc
- Discuss any behavioural concerns with the class teacher promptly



## Contents

**Section 1. Vision, Values and Ethos**

**Section 2: Learners and Staff at Harlow Fields School and College**

**Section 3: Prosocial Behaviour**

**Section 4: Supporting all Learners**

**Section 5: Unsocial Behaviour**

**Section 6: Antisocial behaviour**

**Section 7: Consequences**

**Section 8: Unforeseeable Behaviour**

**Section 9: Communication, Recording and Monitoring**

**Section 10: Exclusions**

**Section 11: Appendix**



## **Section 1. Vision, Values and Ethos**

Harlow Fields School and College follow a therapeutic approach to behaviour management that has been inspired by Therapeutic Thinking Essex (formerly Essex Steps) training which is delivered at the beginning of the academic year 2023-2024. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Steps. Every school relies on its members behaving in certain ways to achieve its purpose. Our school's central purpose is concerned with pupil's learning and their overall well-being.

Harlow Fields School and College hope that through their education our pupils will:

- Build relationships that are secure, safe and supportive
- Develop an understanding of knowing their own needs and those of each other
- Feel a sense of belonging through the establishment of connections
- Show resilience by looking after ourselves and each other when times are difficult
- Use creativity to find new and different ways to engage with their learning

### **Aims**

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be prosocial and antisocial behaviour, including bullying
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour support
- Outline our therapeutic approach to both prosocial and antisocial behaviour

### **Rights**

At Harlow Fields School and College everybody has the right:

- To feel safe, happy and secure in school.
- To be able to learn and play without threat or disruption from others
- To be listened to and treated fairly and sensitively

### **Legislation and Statutory Requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in Schools (September 2022)
- The Equality Act 2010
- Special Educational Needs and Disability (SEND) code of practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

DfE Guidance that has had a Therapeutic Influence on this Policy:

- Mental Health and Behaviour in Schools (November 2018)
- Transforming Children and Young Mental Health Provision Green Paper (December 2017)



## Section 1: Vision, Values and Ethos

Harlow Fields School and College follows a therapeutic approach to behaviour management that has been inspired by Therapeutic Thinking Essex (formerly Essex Steps) training which is delivered at the beginning of the academic year 2023-2024. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Steps. Every school takes on its members behaving in certain ways to achieve its purpose. Our school's central purpose is concerned with pupils' learning and their overall well-being.

Harlow Fields School and College hope that through their education our pupils will:

- Build relationships that are secure, safe and supportive
- Develop an understanding of knowing their own needs and those of each other
- Feel a sense of belonging through the establishment of connections
- Show resilience by looking after ourselves and each other when times are difficult
- Use creativity to find new and different ways to engage with their learning

### Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be prosocial and antisocial behaviour, including bullying
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour support
- Outline our therapeutic approach to both prosocial and antisocial behaviour

### Rights

At Harlow Fields School and College everybody has the right:

- To feel safe, happy and secure in school.
- To be able to learn and play without threat or disruption from others
- To be listened to and treated fairly and sensitively.

### Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in Schools (September 2021)
- The Equality Act 2010
- Special Educational Needs and Disability (SEND) code of practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles; and give schools the authority to confiscate pupils' property

The Guidance that has had a Therapeutic Influence on this Policy:

- Mental Health and Behaviour in Schools (November 2018)
- Transitioning Children and Young Mental Health Provision Green Paper (December 2021)



## **Section 2: Learners at Harlow Fields School and College**

At Harlow Fields School and College, we offer three main pathways for our learners, which cater for a vast range of academic, social and emotional needs. In the same way that our curriculum caters for a range of needs, our behaviour policy has to offer consistency across a range of understanding, social and emotional abilities.

We want our Behaviour for Learning policy to reflect the needs of our learners and give insight and understanding to their complex needs and how this influences their ability to self-regulate and manage their behaviour positively, so they are ready to engage with their learning. Our approach involves looking at the whole person, reflecting and planning for the needs of all our learners with complex layered needs.

Our philosophy is that behaviour is a form of communication and consequently all behaviours are happening for a reason. The reasons will be different for each learner and their situation. Some of our learners can become overwhelmed from sensory or anxiety influences that then impact their behaviour every day. For these learners who have the most complex difficulties, we need to provide understanding that their behaviour, whilst this is anti-social, is part of their needs. Where this is the case, behaviour is analysed and a risk reduction plan is written with parents or carers to ensure a consistent approach to supporting the development of their behaviour.

Learners who display or are at risk of displaying behaviours which are difficult or dangerous, might need additional support such as positive behavioural support, and on occasion, some form of restrictive practice or intervention. Any restrictive intervention must be legally and ethically justified, be necessary to prevent serious harm and be the least restrictive option.

Where specific needs are identified for individual pupils, or their behaviour falls outside of policy, their plan will be followed and staff working with those students will know the specifics details of those plans to ensure safety and well-being of both pupils and staff.

### **Staff at Harlow Fields School and College**

The leadership team are committed to providing staff with training and guidance which is underpinned by Therapeutic Thinking. Staff can learn strategies to support pupils to improve their own behaviour. Most adults have evolved ways of responding to pupils' behaviour based on a combination of personal and professional experiences, training, and experimental learning.

Class teams are encouraged to reflect on what may be influencing behaviour, the drive, and triggers. They should then decide together on ways to respond to behaviour, that is supportive and non-judgmental. This can be challenging, especially when behaviours are aggressive or target others. During these times it is important that staff develop their emotional resilience, which can be done by following our motto of 'working together to succeed' and utilising peer support. Outside agencies and professionals such as CAMHS, Educational Psychologists or services accessed through social care, their expertise is used in and beyond school.

All adults working at Harlow Fields School and College must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing and professional development. Also, they must all support each other and promote a culture of positive behaviour management.



### Section 3: Prosocial Behaviour

Prosocial behaviour is defined as behaviour, which is positive, helpful and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings, and welfare of others. It's behaviour that benefits other people or society and is the behaviour we expect from all of our pupils, where possible.

- Positive engagement and attitude towards learning
- Considers the rights, feelings and welfare of others
- Demonstrates safe behaviour in class and when moving around the school
- Treating school property with respect

Harlow Fields School and College focuses on using a therapeutic approach which prioritises the prosocial feelings of everyone within the school dynamic. The staff working with the pupils at Harlow Fields School and College will strive towards teaching pupils to develop their internal discipline through positive, targeted praise that boosts prosocial feelings.

Positive phrasing should always be used to support pupils understanding of how the school would like them to behave. The emphasis is placed on the pupil's name, what you would like them to do (prosocial behaviour), followed by 'thank you', e.g. Jim, walking in the corridor, thank you. Other examples include, - "Stand next to me" - "Put the toy on the table" - "Walk beside me".

Alongside this the school aims to celebrate the prosocial behaviours demonstrated by individual pupils using the following methods:

- Verbal praise
- Positive next step or evaluative feedback
- Comments to parents/carers via phone, letter or home-school book
- Choosing opportunities
- Special responsibilities
- Working towards charts
- Merits (Daily)
- Certificates (Weekly or Termly)
- Trophy Awards (Termly)



## Section 4: Supporting all Learners

Class teams and staff can support learners by:

- Being mindful and reflecting them on the quality of our relationships with each other and them.
- Reflecting and planning the “scaffolding” we put in place to help our learners to learn self-regulation skills.
- Observing, gathering and analysing data on behaviour - to ensure our interventions are personalised, well informed and planned according to the needs of each individual within the context of their class or within particular lessons on and off site.
- To work in close partnership with and communicate with our learners, their parents and carers and other professionals working with them such as the speech and language therapy team, wellbeing team, OT, etc.
- To invest time and allow safe spaces and opportunities for learners to practise these skills and make mistakes from which they can learn, develop and grow.

At Harlow Fields School and College within each classroom we use a range of methods to support behaviour:

- Consistent, clear and realistic expectations
- Rules and boundaries
- Routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour.

We consider their communication styles, social interaction skills, sensory and emotional needs as well as the role we play in supporting them to develop these skills. Learners are better able to behave well when their needs are well met in school, at home and in the community.

How learners behave gives us important information about how they are feeling. Our learners have a wide range of different communication styles and some of our learners are pre-verbal using Augmentative and Alternative Communication (AAC) systems to communicate their physical and emotional needs. Supporting learners to effectively communicate is a very important way to promote them to self-regulate and behave in a positive manner.

Our learners with the most complex needs will need a personalised approach to support them to manage their behaviour. Consideration must be given to sensory, emotional and medical needs, pain thresholds, levels of stimulation and engagement.

As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a learner will make when learning to adapt or develop new behaviours. Most of our learners learn in small, incremental steps over a long period of time. Mistakes are part of the learning process. We don't make a judgement about it, instead we support our learners to learn from it and work towards getting it right.



## Section 5: Unsocial Behaviour

This describes pupils not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

Unsocial Behaviour	Expected Response/Consequence (pupil dependent)
<ul style="list-style-type: none"> <li>• Playing with equipment</li> <li>• Rocking on chair</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of classroom expectations</li> <li>• Redirect to task</li> <li>• Monitor and consider sensory input</li> </ul>
<ul style="list-style-type: none"> <li>• Not listening to instructions</li> <li>• Calling out/talking to a friend</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of classroom expectations</li> <li>• Redirect to task</li> <li>• Consider placement/seating in classroom</li> <li>• Additional support for understanding</li> <li>• Further adult support</li> </ul>
<ul style="list-style-type: none"> <li>• Choosing to do another activity (different to the class group)</li> <li>• Leaving the class group/input</li> <li>• Refusing to complete work</li> <li>• Leaving their work place/desk without permission</li> <li>• Refusal of learning task</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of classroom expectations</li> <li>• Redirect to task</li> <li>• Adult intervention to ensure understanding</li> <li>• Consideration of underlying factors</li> <li>• Extra time to complete task with support</li> <li>• Contact with parent where appropriate</li> </ul>



## Section 6: Antisocial behaviour

Antisocial behaviour is defined as behaviour that causes harm to an individual, the community or to the environment. Behaviour is likely to cause injury, harassment, alarm or distress. Behaviour which violates the rights of another person.

Antisocial Behaviour	Expected Response/Consequence (pupil dependent)
<p><b>Difficult</b></p> <ul style="list-style-type: none"> <li>• Aggressive shouting/calling out disruptively</li> <li>• Continued interruptions</li> <li>• Swearing</li> <li>• Answering back</li> <li>• Mimicking Name calling</li> <li>• Lying</li> <li>• Refusal to carry out an adult's request Threatening other students</li> <li>• Distracting and/or disrupting others' learning by shouting, banging, making noises</li> <li>• Throwing small equipment</li> <li>• Leaving the classroom without permission</li> <li>• Stealing</li> </ul>	<ul style="list-style-type: none"> <li>• Clear instructions for behaviour/expectations</li> <li>• Language of choice</li> <li>• Warning/reminder of consequences</li> <li>• De-escalation script "I can see there is a problem, I am here to help." "Talk and I will listen."</li> <li>• Guide pupil away from situation or other pupils from situation.</li> <li>• Educational/Protective consequences.</li> <li>• Restore and reflect</li> </ul> <ul style="list-style-type: none"> <li>• All difficult behaviour that is <b>unusual</b> for the student must be recorded on <b>Recordmy</b></li> </ul> <ul style="list-style-type: none"> <li>• Communicate with parents</li> </ul>
<p><b>Dangerous</b></p> <ul style="list-style-type: none"> <li>• Spitting (directly at another)</li> <li>• Pushing aggressively</li> <li>• Scratching</li> <li>• Pinching</li> <li>• Hitting</li> <li>• Kicking</li> <li>• Fighting</li> <li>• Biting</li> <li>• Punching</li> <li>• Throwing furniture</li> <li>• Hair pulling</li> <li>• Headbutting</li> <li>• Damage to property/pushing over furniture</li> <li>• Possession of any prohibited items (knives, weapons, alcohol, vapes, cigarettes, illegal drugs and stolen items)</li> </ul>	<ul style="list-style-type: none"> <li>• Clear instructions for behaviour/expectations</li> <li>• Language of choice</li> <li>• Warning/reminder of consequences</li> <li>• De-escalation script "I can see there is a problem, I am here to help." "Talk and I will listen."</li> <li>• Guide child away from situation or other children from situation.</li> <li>• Fix and stabilise</li> </ul> <ul style="list-style-type: none"> <li>• Where deemed necessary (Dangerous), physical intervention or restrictive physical intervention following Principles of Restraint Reduction (Appendix 2)</li> </ul> <ul style="list-style-type: none"> <li>• Educational/Protective consequences.</li> <li>• Restore and reflect <b>ALL</b> dangerous behaviour must be recorded onto <b>Recordmy</b>.</li> </ul> <ul style="list-style-type: none"> <li>• Inform headteacher and parents of RPI.</li> </ul>

Bullying of any form is classed as antisocial. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This could be verbal, physical or online. All bullying should be reported to the Head Teacher and recorded. The bullying policy must be followed.



## **Section 7: Consequences**

### **The use of Consequences**

Consequences can be useful responses to behaviours, considering that some behaviours result in positive consequences. Consequence is designed to educate and engage an individual in the relevance of their behaviour to themselves and others, to inspire and create internal discipline. They are planned logical responses to a behaviour. Logical responses to anti-social behaviour help children learn and develop pro-social behaviour, enabling behaviour change. Consequence is what we apply for pupils and it must relate to the behaviour. It should be clear and transparent what can be learned about the behaviour experience through the resulting consequence.

There are two forms of consequences at Harlow Fields School and College: Protective and Educational consequences. All protective consequences should run alongside educational consequences, so there is opportunity for the pupil to learn, develop internal discipline and in time, the behaviour to improve.

### **Protective Consequences**

Protective consequences are the immediate risk mitigation needed to reduce the risk of harm from the behaviour that has been displayed. They should be specific to the behaviour and a logical removal of freedoms to protect all those within that dynamic. Protective consequences must remain in place until the educational consequence has taken place to make the reoccurrence of risk less likely.

At Harlow Fields School and College these may include:

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Restricted offsite activities
- Differentiated teaching spaces/Specialised Classroom (Dahl)
- Confiscation of prohibited items

### **Educational Consequences**

Educational consequences may be used to teach prosocial behaviour in a therapeutic way. The principle underlying the imposition of educational consequences is that they must be timely, contingent and appropriate, and must always follow an opportunity to make the choice to do the right thing. The aims of educational consequences are to be less intrusive and to encourage pupils to engage with their learning more positively. Where possible, damage to the environment should be restored.

At Harlow Fields School and College Educational Consequences may be:

- Practising transitioning when the pupil has transitioned unsafely
- Completion of work or schedule as directed by the adult when the pupil hasn't followed these expectations
- Pupils having a phased entry into changing rooms when the group haven't maintained good behaviour in this environment
- Educational opportunities- a chance to learn (Sensory breaks that teach pupils different strategies to help them regulate or sensory stories that reinforce prosocial behaviours)
- Opportunities to learn and understand the purpose of the task
- Rehearsing and practicing prosocial behaviours
- Understanding and assisting with repairs
- Conversation and exploration with the intention of developing empathy, tolerance and understanding



## **Section 8: Unforeseeable Behaviour**

Due to the needs of the pupils in school, occasionally they will display unforeseen behaviours. These are behaviours not covered by policy, have never previously been experienced, or so historical we believed they would not reoccur.

In the incident of an unforeseeable behaviour, staff should contact SLT as soon as it is safe to do so and Essex steps should be followed to de-escalate where possible.

Any unforeseeable behaviour should be recorded as soon as it is safe to do so using Recordmy. Members of SLT will work with the class lead to decide if further analysis and therapeutic planning is needed. Restore and reflect will take place with all students involved, as well as staff.

## **Section 9: Communication, Recording and Monitoring**

All dangerous and significant difficult behaviours should be fed back to the class teacher and recorded on the platform 'Recordmy.' All staff have their own personal login and should use this to record incidents. If an agency staff needs to record incidents, then the class teacher should support them on their account and then write at the end 'recorded by <NAME> Agency.'

In order to record on Recordmy, staff should use the 'behaviour' section and choose the appropriate options. Where behaviour is usual, this will be monitored by the department and safeguarding leads as well as the class teacher. All recording should be factual and no opinions given.

Any behaviour of concern should be discussed with parents/carers. Class Leads will need to decide whether this should be through home-school books, email or phone call, depending on individual students' circumstances.

All incidents which involve restrictive physical intervention must be reported to the Head Teacher and parents on the same day.

Teachers should ensure that parents are up to date with their child's behaviour. Parents must sign and have a copy of any therapeutic plans that have been written. When a restrictive physical intervention has taken place, a form of words should be used and written in the home school communication book. If the RPI was because of an emergency and not part of a pupil's plan, then the class teacher should also phone the parent.

Every member of staff has responsibility to help maintain good standards of behaviour throughout the school. Part of the leadership teams role is to enable and support staff to do this. Behaviour incidents are monitored by heads of departments and the senior leadership team. When tasks are set, staff should respond to these in a timely manner.

Heads of departments support with behaviour where possible, they also attend weekly safeguarding meetings with senior leadership team and share any concerns.



## **Section 10: Exclusions**

It is only the Head Teacher, or in their absence the Deputy Head Teacher, who can make the decision to exclude a pupil. Statutory procedures must be followed.

Suspensions and permanent exclusions are both forms of exclusion. Both types are at the discretion of the head teacher.

### **Reasons for Exclusions**

#### **Suspensions**

Pupils may receive a suspension for the following types of behaviour: (this is not an exhaustive list but indicated the type of behaviour)

- Physical or verbal abuse, bullying, including racist, sexist and homophobic bullying and child on child abuse
- Sexual abuse
- On-line bullying
- Vandalism
- Intentionally hurting other students or staff
- Stealing
- Bringing banned substances to school
- Persistent refusal to comply
- Persistently disrupting learning
- Activities outside of school where police are involved (depending on severity)

#### **Permanent Exclusion:**

Students may receive a permanent exclusion for the following types of behaviour: (this list is not exhaustive but indicates the type of activities)

- Bringing a weapon to school
- Bringing drugs to school, intending to supply
- Serious assault on another student
- Serious assault on an adult
- Persistent dangerous behaviour
- Persistent threatening behaviour
- Persistent bullying, including racist, homophobic and sexist bullying
- Persistent voicing of extremist views
- Serious activities outside school where police are involved e.g. arson

For any suspension, parent/carer and students (where appropriate) are expected to attend a return to school meeting with the Head Teacher or in their absence a member of the senior leadership team.

#### **Exclusion and disability**

Students are only excluded on disciplinary grounds, never as a result of their academic ability or their disabilities. However, a student with a diagnosis related to behaviour may be excluded in order to keep them or others safe.



## Appendix 1: Graduated Response (formally known as flow chart)

<p><b>Universal Behaviour Curriculum</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teach pro-social behaviour.</li> <li><input type="checkbox"/> Include within pupil induction.</li> <li><input type="checkbox"/> Establish routines.</li> <li><input type="checkbox"/> Staff role-model expectations.</li> <li><input type="checkbox"/> Create positive relationships.</li> <li><input type="checkbox"/> Use positive phrasing to communicate expectations.</li> </ul>
<p><b>Targeted Behaviour Policy</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority.</li> <li><input type="checkbox"/> Check if the identified behaviour is covered in policy.</li> <li><input type="checkbox"/> Follow the policy.</li> <li><input type="checkbox"/> Record the impact of policy on pupil's behaviour.</li> <li><input type="checkbox"/> Analyse the dynamic using the inclusion circles.</li> <li><input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.</li> </ul>
<p><b>Targeted Plus Early Prognosis</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the behaviour factually and unemotionally.</li> <li><input type="checkbox"/> Gather appropriate and authentic pupil voice.</li> <li><input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of:               <ul style="list-style-type: none"> <li>o Function of behaviour</li> <li>o Health and wellbeing</li> <li>o Context</li> <li>o Cultural expectations</li> </ul> </li> <li><input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review.</li> <li><input type="checkbox"/> Where further intervention is needed, move to Predict &amp; Prevent.</li> </ul>
<p><b>Specialist Predict, Prevent &amp; Progress</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Update Early Prognosis document.</li> <li><input type="checkbox"/> Complete Risk Calculator.</li> <li><input type="checkbox"/> Identify any protective consequences needed.</li> <li><input type="checkbox"/> Identify educational consequences needed.</li> <li><input type="checkbox"/> Complete Subconscious and Conscious checklists.</li> <li><input type="checkbox"/> Complete Anxiety Analysis over a period of time.</li> <li><input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without.</li> <li><input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent &amp; Progress plan.</li> <li><input type="checkbox"/> Review the plan regularly.</li> <li><input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan.</li> </ul>
<p><b>Specialist Plus Therapeutic Plan</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious &amp; Conscious checklists, Anxiety Analysis).</li> <li><input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours.</li> <li><input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents.</li> <li><input type="checkbox"/> Continue Assess, Plan, Do, Review cycles.</li> <li><input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.</li> </ul>



## Appendix 2: Therapeutic Thinking Physical Intervention Guidance

There are certain situations when **physical intervention** may be necessary. Staff are trained by Therapeutic Thinking tutors to safely use physical intervention techniques. Practical and theoretical guidance is provided for all staff. Staff are instructed to be aware of the pupil's age and individual circumstances when guiding and/or escorting them as some pupils find this more upsetting than others.

Situations may include:

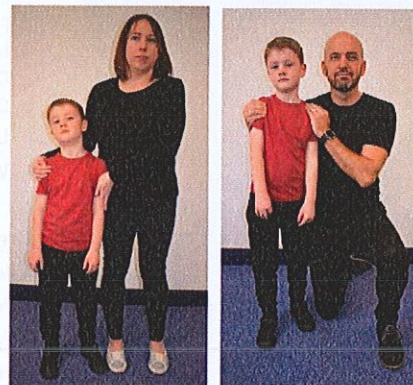
- To comfort a pupil in distress, appropriate to their age and understanding
- To support a pupil with their physical care (toileting, self-care, changing clothes)
- To gently guide and/or escort the pupil to a safer place
- To safely guide and/or escort a pupil away from a difficult or dangerous situation
- For activity reasons (drama, physical activities)

Main physical intervention used in school:

### Supportive hug

To support, guide or escort or to communicate comfort or reward:

- Stance
- Hip to hip
- Closed mittens around each shoulder
- Communicate intention, consider de-escalation script



Therapeutic Thinking Ltd. © Sept 2023

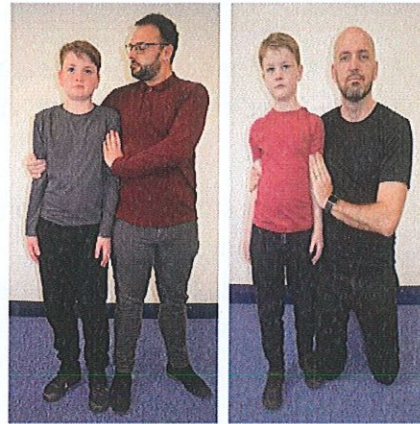




## Supportive arm

To support, guide or escort

- Stance
- Maintain penguin shape
- Hip to hip
- Closed mittens above or around each elbow
- Communicate intention, consider de-escalation script



Therapeutic Thinking Ltd. © Sept 2023



Main restrictive physical intervention techniques used:

Elbow tuck – figure of 4



- Inside hand reaches over forearm
- Outside hand thumb on top

- Hold CYP without grip
- Adult holds own arm with a secure grip



Therapeutic Thinking Ltd. © 2023-24



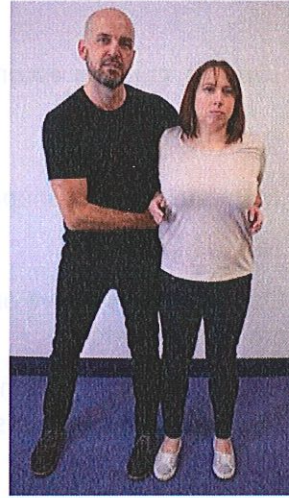


## Elbow tuck – lone worker

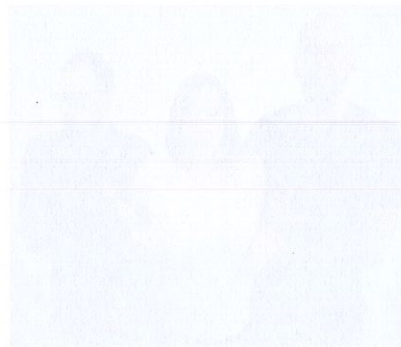
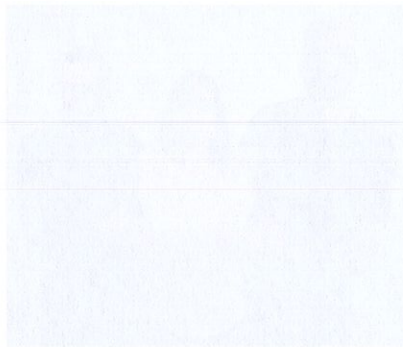
### Context:

Elbow tuck lone worker presents an increased risk to the backs of adults

Lone worker should be used only where staff have a height and weight advantage and only where the assistance of another adult is not possible



Therapeutic Thinking Ltd. © 2023-24



- Adult holds own arm with a secure grip
- Hold C/P without grip

- Outside hand tucks on top
- Inside hand reaches over forearm